**Lesson Plan - APUSH**

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| **Course: AP American History** | **Unit 1 – The Colonies** | **Instructor: McDonald / Schmitt** |

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| **Objective:** Students will be introduced to the early colonies and understand their role in developing the foundation for America. | **Date(s):** | |
| **Standard/Benchmark:**  Understand the early arrival of Europeans and Africans in the Americas and how these people interacted with the Native Americans. Common Core - RH 1,11-12 RH 2,11-12 RH 3,11-12 RH 4,11-12 RH 9,11-12 RH 7 (**see attached standards lists**) | | |
| Essential Question: How did the events of the 16th and 17th centuries lay the foundation for the modern American nation? | | |
| **Instructional Focus (FCIM): Cause and Effect, Compare and Contrast, Implied Meaning, reliability and validity** | **Materials:** Textbook, Cornell-notes | |
| **Vocabulary (for active Word Wall):** Mass Bay Colony, matrilineal, Puritan, Intolerable Acts, Bill of Rights, encomienda, Mayflower compact, Colonization, Democracy, Slavery, Representation, Republic, Religion, Rebellion, Culture Clashes, Social Changes | **Cross Curricular Connection:** Writing and reading support language Arts and Reading Classes |

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| **Warm-up/Opening:**  Students will create a list of some of things that have confused them from the first unit. Students will be encouraged to share their list with their group and help one another. Instructor will rotate to help make sure students are on task. When groups are finished sharing, class discussion will follow. | **Time10** |  | **Teacher Notes:** | **Instructional Strategy:**  Gradual Release - WICOR  **Instructional Strategy (Writing):** Vocabulary, SIE (statement-identify argument-Explain evidence)  **Essential Reading Strategy (Student):**  Making Connections (comprehension)/context clues |
| **Instructional Focus Lesson**:  Students will be reminded of the connections that this unit has with key comprehension tools such as cause and effect, compare and contrast, context clues, validity, reliability and bias. Relationships to our modern world will also be introduced at this time so students can make connections. | **Time**  **10** |
| **Mini-Lesson with Modeling:**  Instructor will review the rules and structure for the test. This test will cover reviewing the Indian societies of the Americas through the start of the American Revolution. Instructor will pass out necessary handouts and answer any last questions the students have. | **Time**  **20** |
| **Student Work Period:** Students will complete the Unit 1 Exam. Students will be required to complete MC questions Primary Source Analysis and FRQs. Students will receive time that corresponds to the amount they would receive on the AP exam in an attempt to prepare them for the rigor of the exam. If students finish early they can begin their Unit 2 reading / notecards. If time allows following the exam there will be a small discussion about how the students felt they performed and what areas confused them. | **Time**  **45** | **Scripted Higher Order Questions**   * How did the Great Awakening lead to major changes in America?? * How did the arrival of immigrates help/hurt the unity of America? | |
| **Closing:** Review / Expectations / Final Questions  **Assessment:** Class work (see above)  **Homework**: Read Next Chapter from the American Pageant/Wood text and complete the next set of notecards | **Time**  **10** | **Reflection on Lesson** | |

**See Attached for information below**

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| **Data Utilized to Identify Students for Differentiated Instruction**    **Marzano’s 9 High-Yield Strategies**  (circle all that apply)   1. Identifying Similarities & Differences 2. Summarizing & Notetaking 3. Reinforcing Effort/Providing Recognition 4. Homework & Practice 5. Nonlinguistic Representations 6. Cooperative Learning 7. Setting Objectives & Providing Feedback 8. Generating & Testing Hypotheses 9. Cues, Questions, & Advance Organizers | **Differentiated Instruction**  **Small Group – Intensive**  Assignment(s):   * Syllable pronunciation * Vocabulary * Reading accuracy * Building word knowledge * Sentence level instruction   Student(s):  . | **Differentiated Instruction**  **Small Group – Proficiency**  Assignment(s):   * SQ3R * Reciprocal Teaching * Vocabulary sounding/roots, affixes/meaning * Graphic organizers * Sentence and paragraph level instruction   Student(s): | **Differentiated Instruction**  **Small Group – Enrichment**  Assignment(s):   * Two Column notes * Activate background knowledge * KWL Chart * Think-Pair-Share * Text Features (main idea, context) * Extended discussion for meaning   Student(s): |